DOCUMENT RESUME

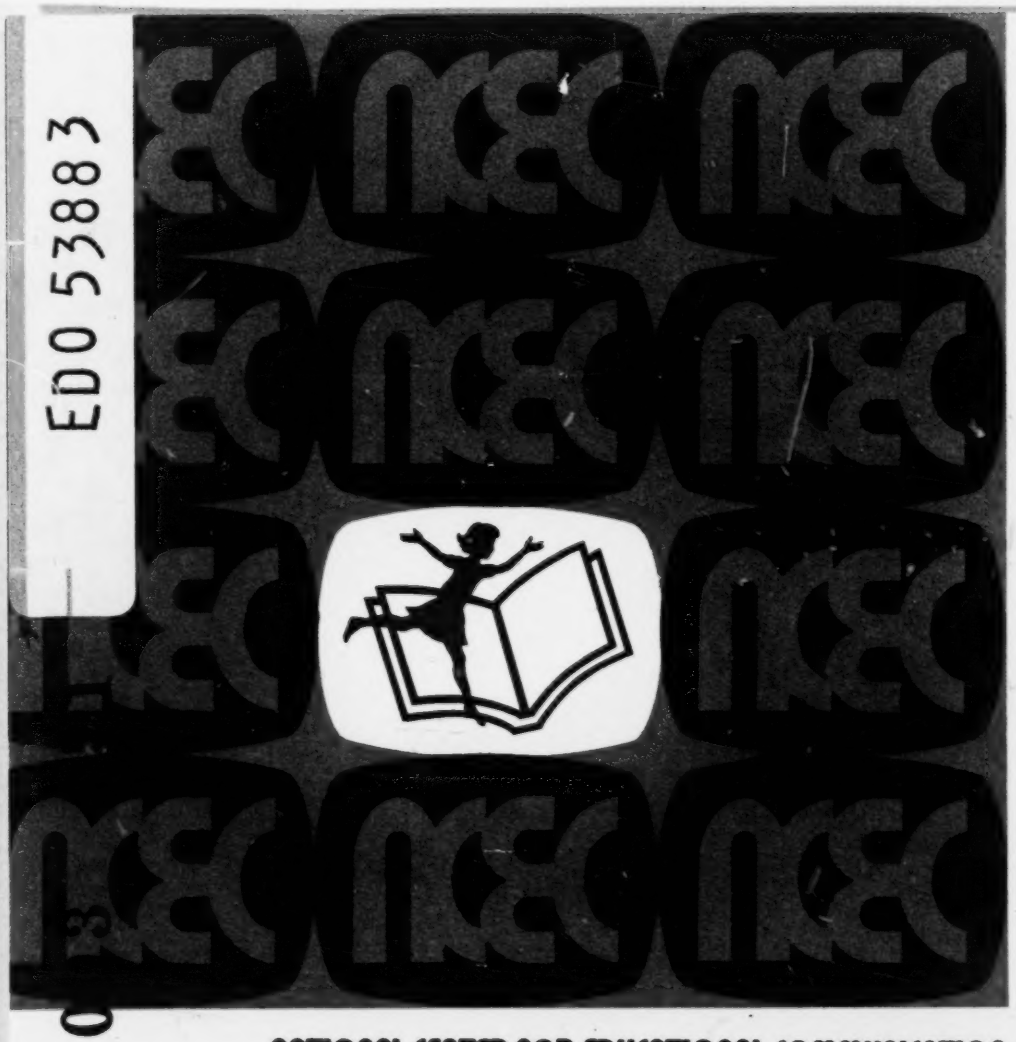
ED 053 883 RE 003 771

TITLE	Model Programs: Reading. Programed Tutorial Reading Project, Indianapolis, Indiana.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
REPORT NO	OE-30030
PUB DATE	71
NOTE	23p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0781, $0.20)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Basic Reading, *Demonstration Programs, *Disadvantaged Youth, Grade 1, Grade 2, Paraprofessional School Personnel, Program Descriptions, *Programed Materials, Reading Achievement, *Reading Programs, Sequential Reading Programs, *Tutorial Programs

ABSTRACT

In the Programed Tutorial Reading Project in the Indianapolis School District, over 1,200 first and second graders are tutored in reading by paraprofessionals for 15 minutes a day as a supplement to classroom teaching. All of the children are from schools that have a high enrollment of disadvantaged children, and include approximately 75 percent Negro students. The program goal is to improve the children's reading achievement through preventive means, rather than later remediation. This is accomplished by tutorial emphasis on sight reading, comprehension, and word analysis, each of which is broken into coded step-by-step lessons. About half of the tutorial personnel are recruited from the inner city, and half, from the suburbs. The tutors receive 30 hours of training in the first 2 months as well as continuous on-the-job training. Tutors must adhere closely to the prescribed tutorial kits provided for the basal series used. An extensive evaluation of the project has shown that the tutorial reading program produces a significant improvement in reading achievement. Test results, materials and equipment, budget information, and children's activities are also briefly described. (AI)

ED053883



NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

Model Programs

Reading

Programed Tutorial Reading Project
Indianapolis, Indiana

This series was prepared by the American Institutes for Research under contract with the Office of Education/National Center for Educational Communication. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the program described herein, like every program or activity receiving Federal financial assistance, must be operated in compliance with this law.

OE-30030

Model Programs

Reading

Programed Tutorial Reading Project
Indianapolis, Indiana

A program using paraprofessionals to individually tutor disadvantaged children in reading

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland, Jr., *Commissioner of Education*

Superintendent of Documents Catalog No. HE 5.230:30030

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1971

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 20 cents
Stock Number 1780-0781

FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, they for this series. Ho will not be "lost" t exemplary reading pr here by title and OE able at 20 cents eac of Documents, U.S. G Washington, D.C. 204

- Interdependent Lea Through Program, N
- Responsive Environ Through Program, C
- DOVACK Reading Pro OE-20141.
- Corrective Reading OE-20158.
- Exemplary Center Salt Lake City, U
- Perceptual Develop Natchez, Miss., OE
- Project PLAN, Par

FOREWORD

o the teaching of reading being developed to provide earning opportunities for e inadequate reading skills. ducation, through its National tional Communication, contract- rican Institutes for Research, ., to prepare short descrip- 10 of the promising reading ng in the Nation's schools.

tains a wide range of infor- in standardized format, in- introduction to the program, setting in which it operates, iption, an evaluation based ata, sources of further in- bibliography.

rograms were included in the *rams--Childhood Education* hese booklets had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

Introduction

In the Programed Tutorial Reading Project in the Indianapolis School District, over 1,200 first and second graders are tutored in reading by paraprofessionals for 15 minutes a day as a supplement to classroom teaching. The teaching activities of the paraprofessionals are tightly prescribed by detailed instructions and programed materials. Tutored pupils have made large gains over matched control groups in reading achievement test scores, and the program has reduced the proportion of nonreaders in the project schools.

Context of Program

The schools in the Indianapolis School District use a variety of organizational patterns because the district is in the process of making a transition to include middle schools. There have been a number of title I programs in the district, and innovative programs and procedures have emphasized the inner-city schools. The

district is particularly anxious to diagnose learning problems early in the child's school career so that future remediation problems can be avoided. The average class in the district consists of one teacher and 30 pupils.

Most schools in the Programed Tutorial Reading Project are located in disadvantaged communities in central Indianapolis, and the majority of the children's parents are unskilled laborers. The population is highly mobile, moving among Indiana, Kentucky, and Tennessee. Much of the white population is originally from Appalachia.

2

Programed tutoring is a technique of individual instruction which was developed at Indiana University over the past 9 years and has been field-tested in several Indiana school systems, including, since 1964, the Indianapolis public schools. The program has expanded gradually since that time and, in 1969-70, over 1,200 first and second graders in Indianapolis schools received programed tutoring.

PROGRAM DESCRIPTION

SCOPE

The 20 inner-city schools to be included in the program were selected on the basis of pupils' fourth-grade reading scores. First-grade children within these schools to be tutored or assigned to matched control groups were selected on the basis of Metropolitan Reading Readiness Test scores. Children chosen from the lower third of test scores were assigned to experimental and control groups so that the two groups were comparable except in number of children. Children to participate in the second-grade program were selected from previously tutored children and from transferred children. Teachers also selected other children with reading problems who were placed in a "service" group which had no matched control group.

3

Approximately 75 percent of the pupils in the program are black, and 25 percent are white. All the children are from schools which have a high enrollment of disadvantaged children, and all these schools qualify for title I support. The goal of the program is to improve the children's reading achievement through a program of preventive tutoring rather than later remediation.

PERSONNEL The following personnel are used in the program:

- 1 supervisor
- 1 research evaluator (in cooperation with Indiana University)
- 6 tutor consultants
- 89 tutors
- 1 secretary

Minimal qualifications are required for tutors, although high school graduates are preferred. Tutors are trained in one explicit and detailed method for the teaching of reading. They are individually responsible only for judging the correctness of children's responses. Tutors are recruited by notices in PTA bulletins and by word of mouth, and about half of them are from the inner city and half from the suburbs.

The tutor consultants are responsible for supervising the tutors and helping them adhere to the prescribed procedures. The supervisor handles the administration of the project and the assignment of tutors to schools.

Tutors receive 12 hours of preservice group instruction which is matched by 12 hours of related home study. An additional 6 hours of training occurs during the first 2 months of the tutoring program, and meetings for all the tutors are held about once every 2 months throughout the school year. The tutors receive continuous on-the-job training from the tutor consultants.

PRESERVICE AND INSERVICE TRAINING

No major alteration of existing facilities is required for the program. Children leave their classrooms and go to another part of the building for their tutoring sessions, which are held in any available area where the tutor can work with the child. This area, which must be visually isolated from passers-by and from other tutoring groups, can be a separate room, a lighted cloakroom, or a carrel in the hallway.

FACILITIES

Classroom instruction in reading is supplemented daily by a 15-minute session of programed tutoring for selected pupils. Tutors use either the Ginn Basal Reader Series or the Macmillan Basic Reader Series, depending on which series is used in the school's classrooms. Tutors who use the Ginn series use the *Ginn Tutorial* package. In accordance with the Ginn prescribed tutoring program,

ACTIVITIES

426-152 O - 71 - 2

sight reading is tutored from the basal reader series also in use in the classrooms. Comprehension and word analysis is tutored from special books included in the tutorial package. Tutors using the Macmillan series use the Macmillan preprimers, primer, and first and second readers to tutor sight reading; comprehension and word analysis are tutored from books included in the Macmillan Tutorial Kit.

All these materials are divided into items (phrases, sentences, or paragraphs) which make up lessons. Lessons and items are coded by numbers and letters which the tutor enters in the margins of his books at the beginning of the year. A separate master list shows the lessons in the correct sequence and tells the page on which each lesson appears.

Nine different item programs and a single lesson program tell the tutor how to present these materials. The nine item programs are:

- Sight reading
- Free reading
- Instruction comprehension

- Question comprehension
- Statement comprehension
- Logical comprehension
- Completion comprehension
- Story comprehension
- Word analysis comprehension

Each of the nine item programs has a series of test and teaching steps through which the tutor and child must progress. The item program for sight reading, for example, contains five steps. First the child is asked to read an item from his primer or reader. If he reads it correctly, he is reinforced and asked to read the next item in the lesson. However, if he reads it incorrectly, he is taught any words he has read incorrectly. Then he is asked to read the complete item again. If he misses any words, a new procedure is used to teach the words, and he is once again asked to read the complete item. Any errors are recorded by the tutor and the child proceeds to a new item. This procedure is repeated until the child has completed a number of lessons. The tutor then begins work on items which teach comprehension or word analysis. This process is repeated throughout the year.

A set of 15 or fewer items make up a lesson. The lesson program specifies the order in which the tutor presents and reviews items with the child. On the first run all items in the lesson are presented. On later runs, the tutor presents items missed on the preceding run. When the last item is completed satisfactorily, the process is repeated until the child makes a completely correct run through the items or until 10 runs are made. The tutor and child then begin work on the next lesson.

Thus the program eliminates unnecessary practice on items that the child already knows. The student is praised when he completes an item correctly, but he is not criticized for failures. He is also not kept at a task which he repeatedly fails, although the tutor may return to the task in the future. Every 2 weeks, the tutor makes a report on the child's progress to the classroom teacher.

8

MATERIALS AND EQUIPMENT

The tutoring program uses the following materials:

- *Macmillan Basic Reader Series*, Macmillan, New York, N.Y.
- *Ginn Basal Reader Series*, Ginn & Co., Boston, Mass.

- *Ginn Tutorial* package, Ginn & Co., Boston, Mass.
  - Comprehension Book
  - Word-Analysis Book
  - Tutor's Guide
  - Master List
  - Word Lists
  - Cover Cards
  - Record Sheets

Parents are invited to a series of meetings designed to orient them to the goals and procedures of the program. They may see a film which shows tutoring methods and also are given an opportunity to observe their own children being tutored. The district social worker also visits parents to enhance school-community relationships.

PARENT-COMMUNITY INVOLVEMENT 9

The program's budget for 1969-70 contained the following items:

BUDGET

Consultant or supervisor (10 months)	$ 6,267.72
Tutor consultants (6)	23,587.20

Clerical salary (11 months)	5,280.00
Tutor salaries (86 tutors 6 hours daily)	194,377.20
Contracted services (test grading, second grade materials)	3,800.00
Instructional supplies	1,500.00
Office supplies	100.00
Office equipment (files)	250.00
Consultant travel	2,000.00
TOTAL	$237,162.12

The annual cost per pupil in the program ranges from $150 to $175. The tutorial set costs approximately $20 per tutor, for use with 15 children. A set lasts from 3 to 5 years.

The project is funded by the Federal Government under title I of the Elementary and Secondary Education Act. A Ford Foundation grant to an Indiana University project provides funds for analysis of evaluation data.

EVALUATION

Evaluation of the Programed Tutorial Reading Project was conducted by Dr. D. G. Ellson, Department of Psychology, Indiana University. In the 1968-69 school year, 1,265 students were tutored for the entire year. Thirty-three schools used the Ginn Basal Reader Series and six schools used the Macmillan Basic Reader Series. The results of these two programs were evaluated separately. First-grade children in the two experimental and two control groups were tested for reading readiness at the beginning of the year, and there were no significant differences between the matched groups except for a difference in scores on the Ginn Vocabulary Recall Test which favored the Ginn control group.

At the end of the first grade, children in the Ginn program were tested with the Ginn Vocabulary Recall Test, the Alphabet Test, the Ginn Pre-primer, Primer, and First Reader Achievement Tests and the Metropolitan Achievement Elementary Battery I. Children in the Macmillan study were tested at the end of the year with the Macmillan Vocabulary Recall Test, the Alphabet Test, and preliminary editions of the Macmillan Mastery Tests designed to accompany the primer and first reader.

Comparison of posttest scores for experimental and control groups

Instrument	Experimental mean	Control mean
Ginn Evaluation	(N = 146)	(N = 97)
Ginn Recall (Vocabulary)	11.78	9.20*
Alphabet	23.25	20.38*
Ginn Pre-primer	25.03	22.26*
Ginn Primer	50.43	43.97*
Ginn First Reader	56.57	50.47
Metropolitan Achievement	52.94	49.22
Macmillan Evaluation	(N = 133)	(N = 132)
Macmillan Recall (Vocabulary)	13.31	10.92*
Alphabet	23.62	21.81
Worlds of Wonder (Primer)	85.46	73.79*
Lands of Pleasure (First Reader)	80.56	72.93

*Significant at less than .01

Thus the tutorial reading program produces significant improvement in reading achievement. Children tutored in Ginn material and children tutored in Macmillan material made roughly equivalent gains.

A special study was made of the 1969 class standings of the 1966-67 experimental and control groups to examine the effects of programed tutoring on failure and assignment to special classes. According to this study, tutoring resulted in a 43 percent increase in the proportion of children who were consistently promoted, a 25 percent reduction in the proportion retained at the end of the first or second grade, and a 42 percent reduction in the proportion assigned to special education classes.

The program's tutors also benefit from the program, which provides high-status productive work for many people who might otherwise be unemployable. For many of them, programed tutoring functions as the entry to a career in education.

For Further Information

Additional information about the program is available in the following documents:

Ginn Tutorial, published by Ginn and Co.

Ginn Tutorial Supervisor's Manual, published by Ginn and Co.

"Programed Tutoring," a mimeographed report available from Indianapolis Public Schools

"Report of Results of Tutorial Reading Project," mimeographed report available from Indianapolis Public Schools

"A Nation-wide Evaluation of Programed Tutoring," by D. G. Ellson, a mimeographed report available from the Department of Psychology, Indiana University, Bloomington, Indiana

Other information about programed tutoring can be obtained from either of the following people:

Mrs. Mary Nelson, Head Supervisor
Programed Tutorial Reading Project
Roosevelt Annex, 1644 Roosevelt Avenue
Indianapolis, Indiana 46218
(317) 632-3531

Dr. D. G. Ellson
Department of Psychology
Indiana University
Bloomington, Indiana 47401

To arrange for a visit to a school in the program, contact Mrs. Nelson. There are no restrictions concerning visitations, and transportation and lodging are readily available.

U. S. GOVERNMENT PRINTING OFFICE : 1971 O - 420-152

MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Foll
of these programs, their location, and a short descriptive stat

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading In
  A team approach
  struction to dis

- Elementary Reading C
  Centers which pr
  instruction for
  and reading reso

- School-Within-A-Scho
  A program for lo
  grade students
  reading skills a
  attitudes toward

- Remedial Reading Pro
  A small-group re
  for Mexican-Amer

- Yuba County Reading
  A two-part progr
  teacher training
  skills.

Seven programs included in the first *Model Program* series--on childhood educatio
promising reading programs. These are the Interdependent Learner Model of a Fo
N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.
Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center
Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; an

MODEL PROGRAMS--Reading Series

sing reading programs are included in this series. Following is a list
e programs, their location, and a short descriptive statement on each:

t Program, Thomasville, Ga.
ividualized and
with an emphasis
ls.

oject, Indianapolis, Ind.
essionals to individ-
ed children in reading.

ew York, N.Y.
dial program
owth for
nts.

s, and Services, Topeka, Kans.
am serving about
4 through 9.

g Program, Chicago Heights, Ill.
ogram to help poor readers
scribed study in specific

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.
- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.
- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.
- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.
- Yuba County Reading-Learning Center, Marysville, Calif
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

in the first *Model Program* series--on childhood education--were also identified as
ms. These are the Interdependent Learner Model of a Follow Through Program, New York,
ment Model of a Follow Through Program, Goldsboro, N.C., DOVACK Reading Program,
tive Reading Program, Wichita, Kans.; Exemplary Center for Reading Instruction,
rceptual Development Center Program, Natchez, Miss.; and Project PLAN, Parkersburg, W.Va.